

**21st CENTURY COMMUNITY LEARNING
CENTERS (CLC) PROGRAM
GRADES K-12**

**2007-2008
Cohort Cycle #4**

RHODE ISLAND DEPARTMENT OF EDUCATION

Grant awards are contingent on the receipt of federal funds
by the RI Department of Education on or after July 1, 2007.

DUE: TUESDAY, JANUARY 9, 2007

Deliver or send the original and eight (8) copies to:

**George McDonough and Jackie Ascrizzi, Co-Managers
Rhode Island 21st CCLC Initiative
Office of Progressive Support and Intervention
Rhode Island Department Of Education
255 Westminster Street, Room 600
Providence, RI 02903**

Applicant Workshop

**Friday, October 20, 2006, 9:00-11:00 AM,
Sheraton Airport Hotel, Warwick
To Register, contact Sheila Galamaga:
Sheila.galamaga@ride.ri.gov; 222-8943**

21st CENTURY COMMUNITY

LEARNING CENTERS

Your Completed Application Should Include:

- ❑ **Application cover sheet with required signatures**
- ❑ **Project summary**
- ❑ **Signed assurances**
- ❑ **Application narrative, Sections A-E (See Below)**
- ❑ **Application budget and budget narrative, Section F**
- ❑ **Required attachments**
- ❑ **Optional appendices (list them)**

A. Need for Project

The extent to which the proposed Community Learning Center (CLC) will provide services that address the needs of students at risk of educational failure and provide other services that will strengthen the child and his/her family's well being.

B. Project Design

The extent to which the proposed programs and activities are well described and address the issues and factors identified in the assessment of needs for the target population(s) to be served in the CLC. The services to be provided should be based on effective practice.

C. Staffing and Management

The adequacy of the staffing and management plan to develop, oversee and implement all aspects of the proposed CLC.

D. Project Evaluation

The applicant must demonstrate staff and technological capacity to collect and analyze data and demonstrate commitment to participate in all state-directed evaluation systems and activities.

E. Additional Resources and Sustainability of Programs

The applicant must include a preliminary plan and/or strategies for sustaining the 21st Century Community Learning Center after federal funding ends.

F. Budget and Budget Narrative

The extent to which the costs are reasonable in relation to the number of students to be served and to the anticipated results and benefits.

21st Century Community Learning Center – Application Cover Sheet

Applicant Organization _____

Contact Person for Application _____ **Title** _____

Address _____

Telephone _____ **FAX** _____

Email _____

Applicant Org. is: ___ school district ___ community-based org. ___ faith-based org.

Location(s) of Out-of-School Time Activities for Proposed Community Learning Center (CLC)

Name(s) of School(s) Participating in the CLC _____

CLC to Serve Students in: _____ elementary _____ middle _____ high school

Please list the name(s) and provide contact information for key community-based, faith-based, or other organization partners collaborating in the CLC (1-3 key collaborating partners; only those contributing substantial fiscal, staff or programmatic resources):

Org. 1 _____ **Contact Person** _____

Address _____

Tel. _____ **FAX** _____ **E-mail** _____

Org. 2 _____ **Contact Person** _____

Address _____

Tel. _____ **FAX** _____ **E-mail** _____

Org. 3 _____ **Contact Person** _____

Address _____

Tel. _____ **FAX** _____ **E-mail** _____

REQUIRED SIGNATURES

Executive Officer, Lead Applicant Organization Rep. _____

Principal(s), Collaborating School(s) _____

Superintendent, School District _____

Executive Officer, Key Collaborating Partner(s) _____

21st CCLC PROJECT SUMMARY – 2004-2005

1. Lead Agency _____
2. Fiscal Agent (If different from above) _____
3. School District _____
4. Target School(s) _____
5. Is school population 40% or more poverty? _____ Yes _____ No
6. Is school designated by RIDE as a School In Need of Improvement? _____ Yes _____ No
7. Age/grade(s) of children to be served _____
8. Number of children to be served _____
9. Proposed Days/Hours of Operation of Program: (Complete Grid Below)

	M	Tu	W	Th	F	Sat	Summer	Holiday Break	Winter Break	Spring Break
Hours							# of weeks____ # days per wk.____ hrs. per day____	# of days ____ hrs. per day____	# of days ____ hrs. per day ____	# of days ____ hrs. per day____

10. Proposed Core Staff: (Complete Grid Below)

Title	Full Time	Part Time	Paid for by these grant funds (Y or N)

11. Program will partner/contract with the following agencies/individuals to provide services: (List names of agencies/individuals)

12. Transportation Arrangements – Check all that apply

☐ Walkers (safety ensured through supervision or other plans)
 ☐ Parents pick up
☐ School buses will take children home
 ☐ Other arrangement

13. Total Budget Request: \$ _____

ASSURANCES

21ST CENTURY LEARNING COMMUNITIES

By receiving 21st Century Learning Communities funds, _____ hereby
(Name Lead Applicant, e.g. Local Education Agency, Community-Based or Faith-Based Organization)

agree(s) to the following terms and conditions:

1. The program will take place in a safe and easily accessible facility
2. The program was developed and will be carried out in active collaboration with the schools the students attend
3. The program will primarily target students who attend schools eligible for Title I school wide programs and their families
4. Funds under the program will be used to increase the level of state, local and other non-federal funds that would, in the absence of these federal funds, be made available for authorized programs and activities, and will not supplant federal, state, local, or non-federal funds
5. The community was given notice of the applicants intent to submit an application
6. After the submission, the applicant will provide for the public availability and review of the application and any waiver request
7. That no funds and or program activities will be used to pay for any religious worship, instruction or proselitization, nor will any materials and/or equipment be used for these purposes.

Signature of Lead Applicant, Executive Officer

Date

I. Introduction

The following guidelines provide important information for applicants seeking funding to create Community Learning Centers. The 21st Century Community Learning Centers (CLC) grant program is administered by the Rhode Island Department of Education (RIDE). These guidelines, along with the other information in the application packet should be reviewed thoroughly by potential applicants.

II. Purpose

The 21st Century Community Learning Centers (CLC) program was established by Congress as Title X, Part I of the Elementary and Secondary Education Act (ESEA). The passage of the Public Law 107-110, *No Child Left Behind Act of 2001* significantly amended the ESEA to expand state and local accountability and flexibility and to stress the adoption of research-based practice related to the 21st Century Communities Learning Center program.

The purpose of the program is to create *community learning centers* that provide students with academic enrichment opportunities and additional activities designed to complement their regular academic program. 21st Century Community Learning Centers may also offer these students' families literacy and related educational development. Community Learning Centers (CLC's) can be located in elementary, middle or high schools or at other community-based accessible facilities. They may provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on science or technology programs), community service opportunities, as well as music, arts, sports and cultural activities. At the same time, CLC's can help working parents by providing a safe environment for students when school is not in session.

The law's specific purposes are to (Section 4201(a) 1-3):

- provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet student performance standards in core academic subjects, such as reading and mathematics;
- offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
- offer families of students served by community learning centers opportunities for literacy and related educational development.

Applicants should envision Community Learning Centers as far more than after school programs. While an after school program may be the original organizing structure, CLC's should evolve into multi-service entities. They can be the provider of not only 'extra learning opportunities' for students but also to provide additional educational, social, health, and recreational services for students, the families of students, and the members of the school community. Only by building enduring links throughout the community that reinforce the connection between the school and the community, can a CLC reach its full potential. A fully developed CLC will be able to provide unique opportunities for learning, foster broad parent and community involvement in the school, and develop strong financial, public and political support. This is the greater purpose of a true Community Learning Center.

III. Eligibility

The following are eligible applicants for the RI 21st CCLC Program Funds:

- Local Education Agencies (LEAs);
- Schools: Public, Charter, Parochial, Independent;
- Community-based organizations (CBO's);
- Faith-Based Organizations (FBO's);
- *Other public or private organizations, or a consortium of 2 or more agencies in partnership with an LEA, public or non-public school;*
- A regional collaborative applying on behalf of LEAs, charter schools, public or non-public schools.
- **Current 21st CCLC Grantees**: Current grantees are only eligible to apply to create new sites, but not to expand current programs or populations.
- **Providence Middle Schools**: It is strongly recommended that any Providence middle school that is applying for funds provide a brief description of linkage and coordination with the Afterzone Strategy in Providence.

CRITICAL NOTES REGARDING ELIGIBILITY:

- All eligible applicants under this program must primarily serve students that attend schools with a high concentration of students living in poverty, which includes all designated Title I schools and schools with a minimum of 40% of the student population identified as recipients of the free/reduced cost meals.
- All applicants must document that the proposed CLC reflects a partnership between at least one school and one community-based, faith-based, or other private organization. CLC applicants may have additional organizations participate and receive funding through the CLC grant program. However, one entity must be identified as the applicant for the grant. Non-public schools, which can document a high concentration of students living in poverty (40% or more), are also eligible to apply in partnership with one or more CBOs.
- **PRIORITY: Low-performing, high poverty schools and partnerships**
The Rhode Island Department of Education (RIDE) will give competitive priority to applications that:
 1. *propose to serve students who attend schools designated by RIDE as School(s) In Need of Improvement, and*
 2. *that are submitted jointly, in partnership, by schools that are eligible or identified as Title I School Wide programs or schools that serve a high percentage (40% or more) of low income families, and at least one public or private community organization, with a priority to applicants serving children in low-performing schools.*

IV. Developing CLC Partnerships and Governance/Decision-Making Structures

- As stated previously, CLC applications must document a partnership with a school and at least one CBO, FBO, or other organizational partner. Applicants are asked to describe the process the community and/or LEA implemented to develop the partnership(s) and the efforts made to engage parents, students, school faculty, and program representatives in the development of the application and in the selection of the Lead Applicant for the CLC. Successful applicants must demonstrate the commitment of all partners to the formation of a governance structure that honors shared decision-making among the CLC's partners, including parents and students. Organizations or LEA's serving as the Lead Applicant for the CLC grant must also indicate how they will implement their responsibilities as fiscal agent for the grant in conjunction with the proposed governance structure for the CLC.

▪ **PROPOSALS FOR NON-SCHOOL SITES OF OPERATION**

Applicants proposing to provide services through the CLC grant program at a non-school site must provide documentation that:

- the program will be at least as available and accessible as it would be at the school site;
 - the school district and school site are in agreement on the alternate site;
 - there is a clearly defined plan of communication between the alternate site and the school ;
 - safe transportation between the school and the alternate site will be provided.
- **If the lead applicant for the CLC grant is a CBO or FBO**, the organization must document its partnership with a particular school(s), whether it is sited at the school or at a community location. Each application led by a CBO or FBO must also have its application “signed off” by the Superintendent or his/her designee for the district and the principal of the target school(s). District support and school support will be indicated by having the appropriate signatures on the CLC application cover sheet and by the program and budget narratives.
- **If lead applicant for the CLC grant is an LEA, Charter School, or Non-Public School**, the lead applicant must document their partnership with at least one community-based and/or faith-based agency. A designated representative of each partner organization must sign off on the CLC application cover sheet, and descriptions of the roles and tasks to be performed by the partner organizations must be included in the relevant sections of the CLC proposal application.

V. Time Period, Grant Year, Size, and Number of Grants:

Time Period: Three to Five (3 to 5) Years

Applicants will be eligible to receive a CLC Grant for a minimum of three years and no more than five years. Programs recommended for funding will be guaranteed three (3) years of funding. If appropriate federal funding levels are available, funded programs may be eligible to receive grants at a reduced funding level in Years 4 and 5, as per federal statute [in Year 4, recipient receives 75% of original amount; in Year 5, recipient receives 50% of original amount]. After the initial year of the CLC grant, programs will receive funding for additional years based on the successful implementation and performance of the CLC grant, as demonstrated through a progress report and continuation application for Year 2 and Year 3.

Grant Year

Develop your proposal with a focus on the activities for Year 1 of the 3-year grant period. Develop your budget for Year 1 only. Year 1 is from July 1, 2007 through June 30, 2008.

Estimated Size of Grants: Range from \$50,000 to approximately \$200,000

Eligible applicants may apply for an annual grant award ranging from \$50,000 to approximately \$200,000 per applicant (not per site; e.g. some applicants may have more than one site of operation). The size of the grant award will be based on several factors, including but not limited to: the number of individuals served, the array of activities, and the availability of additional resources secured from other funding sources to support the CLC.

Estimated Number of Grants

The number of grants funded will depend on the number of applicants, amounts requested, and funds available.

VI. Eligible Activities

CRITICAL NOTE ABOUT THE SCALE OF ACTIVITIES: By the end of the 3-year grant period, funded programs are expected to provide after school activities 4-5 days a week during the academic year, provide activities for at least 6 weeks during the summer, and provide activities during school vacation periods.

The Rhode Island Department of Education (RIDE) will require applicants to provide both opportunities for academic enrichment and a broad array of additional services to reinforce and complement the academic program. RIDE encourages applicants to offer an array of additional services, programs, and activities including those specified below and other learning support opportunities such as service learning, mentoring, and school health and mental health services. RIDE also encourages grantees to offer opportunities for literacy and other support services to parents, guardians, and siblings if there is an identified need in the community.

While the range of eligible activities is broad and varied, applicants are reminded that programs and activities must focus on meeting identified needs and be based on effective practice. Each eligible organization that receives an award is expected to use the funds to carry out a broad array of before school and after school activities, including summer and school vacation periods, that advance student achievement, including, but not limited to the following activities:

1. Supplemental and/or remedial education activities and academic enrichment learning programs;
2. English Language Arts, mathematics and science education activities;
3. Art, theatre, dance and music education activities;
4. Programs that promote physical activity, healthy nutrition, and healthy lifestyles;
5. Tutoring services;
6. Programs that provide after-school activities for limited English proficient and special education students that emphasize language skills and academic achievement;
7. Recreational and sports activities;
8. Telecommunications and technology education programs;
9. Expanded library service hours;
10. Programs that promote parental involvement and family literacy;
11. Programs that provide assistance to students who have been truant, suspended, or expelled, to allow the students to improve their academic achievement; and
12. Drug and violence prevention programs, counseling programs, youth leadership, and character education programs.

Please note that applicants are reminded of their obligation under section 504 of the Rehabilitation Act to ensure that their proposed community learning center program is accessible to persons with disabilities.

While the provision of before and/or after school care is almost always a key component of a successful CLC, additional programming and/or services may be developed and supported through the CLC grant. CLC applicants may seek funding for: technical assistance and/or professional development that helps to integrate in-school and out-of-school programming; technical assistance to support the development and maintenance of a collaborative management structure and shared decision-making of the CLC management team; related costs associated with parent outreach and engagement including child care and meeting/event program costs; and any other activities that respond to the students, their families, and/or the targeted community's needs. The CLC applicant may enter into agreements with other organizations to offer these services, and additional programming may be developed during the course of the multi-year grant.

VII. Reports and Professional Development Participation Requirements

Reports

- Grantees are required to complete an annual progress report and a proposed action plan and budget for each of the following years, Year 2 and Year 3.
- Each year, funded grantees are required to participate in and submit an *Annual Performance Report (APR)* that describes project activities, accomplishments, and outcomes. The APR is a federally required web-based data collection and analysis system. More details about the APR and performance standards will be provided to funded programs.

Professional Development

A funded applicant is required to:

- (1) Participate in evaluation studies conducted by the Rhode Island Department of Education. This may include site visits and interviews of staff, parents, students and educators; completing and returning evaluation surveys, which may be provided to the grantees during the grant period, among other activities;
- (2) Send a representative or a team to Rhode Island Department of Education sponsored or promoted technical assistance workshops, professional development opportunities, and other grantee meetings;
- (3) Send a senior program staff person to monthly meetings of the RI 21st CCLC Network;
- (4) Participate in ad hoc work groups, planning committees, etc., as appropriate to after school programs.

VIII. Components of a High-Quality After-School Program

According to the U.S. Department of Education publication *Working for Children and Families: Safe and Smart After School Programs*, there are nine components present in high-quality After-School programs. These include:

1. Goal Setting, Strong Management, and Sustainability
2. Quality After-school Staffing
3. High Academic Standards
4. Attention to Safety, Health, and Nutrition Issues
5. Effective Partnerships with Community-Based Organizations, Juvenile Justice; Agencies, Law Enforcement, and Youth Groups
6. Strong Involvement of Families
7. Enriching Learning Opportunities
8. Linkages Between School-Day and After school Personnel
9. Evaluation of Program Progress and effectiveness

Working for Children and Families is available online at <http://www.ed.gov/pubs/parents/SafeSmart>.

Applicants are encouraged to address as many of these components as possible in their application narrative.

IX. Alignment with Rhode Island Department of Education Indicators of Safe and Supportive Schools and Engaging Families and the Community

The Rhode Island Department of Education (RIDE) measures schools' ability to meet sets of indicators that are reflective of effective schools. High quality 21st CCLC programs are one strategy that supports schools' efforts in reaching these indicators. Applicants are encouraged to demonstrate linkages between the program design for the 21st CCLC and the school's ability to meet the indicators below.

▪ Indicators of Safe and Supportive Schools

- Decrease suspension rates;
- Increase attendance rates;
- Increase graduation rates (for high school programs only);
- School provides health-promoting environment and wellness programs for students;
- School provides access/linkages for students and parents to health and social services or counseling;
- Increase the percent of students reporting that they feel that they can talk to a teacher or other staff member about personal, family or academic issues (SALT data).

▪ Indicators of Family and Community Engagement

- Increase the percent of parents who report that they agree that the school views parents as important partners (SALT data);
- Increase the percent of parents who report that the school does well including parents on school-level committees such as curriculum, budgets, school improvement (SALT data);
- School provides regular, two-way, meaningful communication between home and school;
- School promotes and supports parenting skills.

X. How to Submit, Review Process and Criteria

1. Applications are Due: TUESDAY, JANUARY 9, 2007

- Send or deliver to: George McDonough and Jackie Ascrizzi, Co-Managers, RI 21st CCLC Initiative, Office of Progressive Support and Intervention, RIDE, 255 Westminster Street, Room 600, Providence, RI 02903
- Submit the original and eight (8) copies of the proposal.

2. All applications will receive an initial eligibility review. Applications must:

- be received on time;
- contain all required sections;
- confirm eligibility (based, in part, on the percent of low-income students in the target school(s) and that the target school(s) is low-performing;
- meet page limit requirements;
- contain all required signatures.

Applications that do not meet the initial eligibility criteria will not be considered for further review or funding.

3. Each application will then be reviewed by a panel of experts for the quality of the application based on the responses in the respective sections, and based on the criteria set forth in the program guidance (See Reviewer Rating Form following this application).
4. Applicants may be asked to host or attend a site visit by the reviewers, as appropriate to the review process.

XI. Proposal Narrative

Page Length Limit

- Include all the information that is requested.
- Provide the information in the order that is presented in this application:
 - Cover Sheet
 - Project Summary
 - Assurance page
 - Sections A-E
 - Section F
 - Required Attachments
 - Optional Appendices, with table of contents for the appendices.
- **Do not exceed 15 pages, double-spaced**, exclusive of the budget and budget narrative, and requested additional materials such as job descriptions, timetables, letters of support, etc.

RESPOND TO THE FOLLOWING SECTIONS A-F

A. Need for Project

15 Points

The extent to which the proposed Community Learning Center will provide services that address the needs of students at risk of educational failure and provide other services that will strengthen the child and his/her family's well being.

Guidance for applicants: Provide a description of the specific needs of the target population for your CLC program and how these needs link to the overall needs of the school and district, as described in the school district's strategic plan and/or the school improvement plan. In doing this, you should provide the most relevant and objective information you have that describes the issues and factors which place your target population at risk of educational failure and/or in need of additional services. Provide relevant information about the children, youth, and their families to be served by your program which might include but not be limited to: the percentage of and/or rapid growth of limited English-proficient students and adults; the percentage of Title I students; the suspension, truancy and dropout rates for the school(s) of the participating students in the program; teen pregnancy rates; student achievement gap; adult literacy rates; requests by families for after school programs. If parents and/or youth have been surveyed about their needs and interest, please include all survey results, the date(s) the survey was completed, and a copy of the survey instrument.

B. Project Design

35 Points

The extent to which the proposed programs and activities are well described, are based on effective practice, and address the issues and factors identified in the assessment of needs for the target population(s) to be served in the CLC.

Guidance for applicants:

- Indicate the overall goals and objectives for the proposed CLC. The goals should indicate the priorities established by the CLC planning group and reflect the overall vision for the CLC. The goals should demonstrate how they will address the identified need(s) for the project.
- Describe how the program design is based on research-based models of effective practice. Provide concise, clear and convincing evidence that directly supports the efficacy of the proposed programs and activities.
- Project design must ensure and/or include the following:
 - Strong linkages between the after school program and the school day;
 - Communication with teachers and administrators;
 - Opportunities for family engagement and involvement, as well as adult learning opportunities as appropriate to the documented need(s);
 - Professional development for after school staff on learning standards and curriculum of the target school, youth development, and other pertinent issues;
 - A broad array of activities, programs and services to be offered through the Community Learning Center and how they respond to documented need(s);
 - Numbers of children to be served;
 - Proposed schedule that clearly demonstrates the design;
 - Hours/frequency of services and activities, including summer and school vacation programming;
 - Timeline for the start-up, implementation of ongoing activities, and other project milestones;
 - The organization(s) and individuals responsible for delivering the

programming, etc.

- If relevant, any transportation issues that will impact the delivery of the program/activities and how those issues will be addressed.

NOTE: A chart or grid may be used to summarize some of this information, as appropriate.

C. Staffing, Management and Documentation of Partnerships

20 Points

The adequacy of the staffing and management plan to develop, oversee and implement all aspects of the proposed CLC.

Guidance to applicants: Please describe how parents, students, school faculty, and representatives of other collaborating organizations were involved in the design of the proposed CLC programming and activities. Clearly describe the collaborative decision making structure for the CLC, indicating how representatives of the district, school, families, youth, and community partners that will be involved in the implementation of the CLC and how often the governing/management team will meet.

Applicants must include a full-time Director or Program Manager for the Community Learning Center in their staffing plan. The CLC Director/Manager should coordinate all of the activities of the collaborating organizations and work closely with the principal and appropriate faculty of the participating school(s).

Applicants should identify all staff positions associated with the CLC, including staff hired by the Lead Applicant Organization and staff to be hired by one or more of the partnering organizations. Job descriptions for all staff positions should be attached to the Proposal Narrative.

Please attach 1-4 key letters of commitment or memoranda of understanding that clearly verify and indicate the role and capacity of each partnering organization discussed in the application. Such letters of commitment or memoranda of understanding must include:

- A statement acknowledging and supporting the goals and objectives of the project;
- The expertise, resources and/or financial contributions the participant is making towards the project; financial contributions (in-kind and cash) should be quantified;
- A clear statement detailing the roles, responsibilities and capabilities of the partners;
- A clear statement that the partners intend to continue the partnership beyond the grant period.

Applicants are advised that the *quality* of letters of support, with a clear demonstration of commitment of time and resources from senior administrators of the partnering organization(s), is more important than the *quantity* of letters submitted with the proposal.

D. Project Evaluation

5 Points

The capacity to collect data, commitment to participate, allocation of resources.

Guidance for Applicants: Describe the agency or program capacity to collect and analyze data from start-up through the multi-year period. Provide clear statements of commitment to participate in the state-directed evaluation system and activities which will include the performance measures and performance indicators established under the APR for the 21st Century Community Learning Centers Program. Costs associated with implementing the program evaluation should be budgeted at no less than 5% of the overall budget for the CLC, and may include such things as computer equipment, data entry costs, survey design, contracted evaluator services, etc.

- It is strongly advised that the budget and budget narrative reflect a commitment to contracting with a web-based data collection and analysis system for your program (@\$1000 per year), unless your agency already has another data collection and analysis system that is already established for managing attendance, scheduling, outcomes, demographic data, etc. This cost should be considered part of the 5% set-aside for evaluation.

E. Additional Resources and Sustainability of Programs

15 Points

The applicant must include a preliminary plan and/or strategies for sustaining the 21st Century Community Learning Center after federal funding ends.

Guidance for Applicants:

- **Using “Form A – Leveraged Funds Chart,”** applicants must indicate whether any other funds have been secured for the CLC, including funding for staff positions directly associated with any program or administrative aspect of the CLC. Applicants should detail the amount of funds, the source of those funds, and how those funds will be used.
- Demonstrate how the applicant will leverage existing school staff and resources, such as computer labs, libraries, gymnasiums, janitorial services, telephone, fax machine, computers, office space, etc. to carry out CLC activities.
- Describe any other in-kind resources that partners are contributing, such as the use of community recreational areas, staff, supplies, etc. While there is no match requirement to receive a CLC grant, securing additional revenues to support the operations of the CLC is strongly advised.

Other issues that may be addressed in this section:

- Fees for Participation: CLC’s may charge parent fees for the provision of before and/or after school care. However, an applicant must provide a description of how the program will ensure that no child will be excluded due to financial limitations. If fees are to be charged, the after school program must establish a sliding fee scale that takes into account the relative poverty of the students and families targeted for services. Applicants that choose to establish a fee structure must provide a narrative that explains the fee structure, its administration and management (this may be an appendix).
- Licensing and Child Care Vouchers: Organizations offering regular after school programming, including programs operated by CBO’s, FBO’s, or the school should review the Licensing Regulations for school-age programs promulgated by the State and consult with the Department of Children, Youth and Families

(DCYF) to determine whether their program must be licensed. While it is not a requirement of this RFP that programs be licensed, it is the responsibility of the lead applicant and/or the organization delivering the after school programming to determine whether or not their program is subject to licensing. RIDE does encourage after school programs to pursue licensing as a strategy for programs to meet basic health and safety standards and as a means for programs to insure that their programs are affordable to low income families by accepting child care vouchers offered by the Department of Human Services (DHS) Child Care Assistance Program for eligible children. Vouchers may only be used at licensed programs and can be an important additional source of program revenue. (Families with incomes of up to 225% of the federal poverty level are eligible to receive child care subsidies for their children up to the age of 16 if they are enrolled in a licensed after school program.)

- **Snacks and Food:** Operators of before and after school programs are also encouraged to make use of funding from the federal Child and Adult Care Food Program administered by the Rhode Island Department of Education. After school “snacks” may be subsidized through this program, accessed through the LEA’s school lunch program. Contact the LEA Food Service Manager for further information.

F. Budget and Budget Narrative

10 Points

The extent to which the costs are reasonable in relation to the number of students to be served and to the anticipated results and benefits. Develop a budget for Year 1 of the 3-year grant period. Year 1 is from July 1, 2007 through June 30, 2008.

Guidance for Applicants: Applicants are advised that costs should be allocated and will be evaluated in reference to the scope of the project and its anticipated benefits. Please demonstrate clearly that appropriate and sufficient resources and personnel have been carefully allocated for the tasks and activities described in the application. All positions funded with CLC funding should be included in the budget. Successful applicants will make sure that their budget adequately covers program expenses, including transportation.

- **It is required that your budget reflects funds to cover travel and other expenses for two-three persons to attend training activities during each year of the project (estimated at about \$3000 per year).**
- **Grant funds cannot be used to purchase facilities or support new construction.**
- CBO’s and FBO’s should clearly describe and provide evidence demonstrating that your organization is financially sound. (This may include a description of how you currently receive funds, audited financial statements, credit ratings, proof of liability insurance, or organizational budgets). Submit copies of business license or formal documentation of legal status with respect to conducting business in the state.

THIS IS FOR YOUR INFORMATION ONLY.
THIS SCORING GUIDE WILL BE USED BY REVIEWERS.

21st CENTURY
COMMUNITY LEARNING CENTERS

APPLICATION SCORING /REVIEWER RATING FORM
2007-2008 Cycle #4

Applicant Agency _____ RFP No. _____

Reader No. _____

READER INSTRUCTIONS: Please review each application using the scoring form below. Use your best judgment to assign points based on the information provided in the application. Be sure to assign points in each category and total points at the end of the application

A. NEED FOR PROJECT (max 15 pts.)	EXCELLENT (WELL DOCUMENTED NEED, CLEARLY DEFINED TARGET POP., GOOD USE OF DATA)	GOOD (DOCUMENTED SOME DEGREE OF NEED, IDENTIFIED TARGET GROUP, USED DATA)	MARGINAL (POORLY DOCUMENTED NEED, TARGET POP NOT CLEAR, MINIMAL USE OF DATA)	INADEQUATE (INFO NOT GIVEN, OR POOR USE OF DATA, TARGET POP NOT IDENTIFIED, NEEDS NOT DEFINED)
Clearly describes the relevant objective data sources that were used and what they revealed	4-5	2-3	1	0
Clearly describes how the applicant determined the priority needs of the target population	6-7	4-5	2-3	0
Link to District/School Strategic Plan	3	2	1	0
SUBTOTAL (max 15 pts.)				

B. QUALITY OF PROJECT DESIGN (max 35 pts.)	EXCELLENT (WELL CONCEIVED, THOROUGHLY DEVELOPED, PROMISING PROGRAM IMPACT)	GOOD (PROMISING CONCEPT, CLEARLY DEVELOPED, POTENTIAL PROGRAM IMPACT)	MARGINAL (WEAK CONCEPT, POORLY DEVELOPED, LITTLE PROMISE OF PROGRAM IMPACT)	INADEQUATE (POOR CONCEPT, DOES NOT MEET BASIC CRITERIA, OR INFO NOT PROVIDED)
Provides clear description of activities, programs and services that demonstrate how they will address student needs in core academic areas.	8-10	4-7	1-3	0
Offers students a broad array of activities, programs and services which address identified needs, compliment the regular education program of the participating students, and includes the promotion of arts, physical activity, good nutrition, and healthy lifestyles.	8-10	4-7	1-3	0
Provides strategies to link to school day, communicate with teachers, and provide staff training on school standards and curriculum.	8-10	4-7	1-3	0
Describes how children will receive safe, adequate, and sufficient transportation between the center and home	4-5	2-3	1	0
SUBTOTAL (max 35pts.)				

C. QUALITY OF STAFFING, PARTNERS, MANAGEMENT (max 20 pts.)	EXCELLENT (STAFFING STRUCTURE WELL CONCEIVED, THOROUGHLY DEVELOPED MANAGEMENT STRUCTURE, EVIDENCE OF STRONG PARTNERSHIPS)	GOOD (ADEQUATE STAFFING, CLEAR MANAGEMENT PLAN, EVIDENCE OF SOME PARTNERS)	MARGINAL (WEAK STAFFING PLAN, WEAK MANAGEMENT STRUCTURE, LITTLE EVIDENCE OF PARTNERSHIPS)	INADEQUATE (INADEQUATE STAFFING PLAN, POORLY DEFINED MANAGEMENT STRUCTURE, NO EVIDENCE OF MEANINGFUL PARTNERSHIPS)
Clearly describes and documents the quality of key personnel working in the program, including documentation regarding sufficient staff numbers for proposed population.	6-8	3-5	1-2	0
Provides a strong description and documentation of the partnership(s) Including specific roles.	5-7	2-4	1	0
Provides description of decision-making /governance structures and mechanisms.	4- 5	2-3	1	0
SUBTOTAL (max 20 pts.)				
D. QUALITY OF EVALUATION (max 5 pts.)	EXCELLENT (CAPACITY & COMMITMENT TO EVALUATE AND HAS FURTHER PLAN BEYOND MINIMUM)	GOOD (CAPACITY & COMMITMENT TO EVALUATE)	MARGINAL (LITTLE CAPACITY AND/OR COMMITMENT TO EVALUATE)	INADEQUATE (INFORMATION NOT PROVIDED OR INADEQUATE)
Clearly demonstrates capacity to collect and analyze data, to participate in state-directed evaluation activities and sets aside required funds	4-5	2- 3	1	0
SUBTOTAL (max 5 pts.)				

E. PLAN TO SUSTAIN PROGRAM (max 15 pts.)	EXCELLENT (WELL CONCEIVED, EVIDENCE OF LEVERAGED RESOURCES & COMMITTED PARTNERS)	GOOD (CLEARLY CONCEIVED, SOME EVIDENCE OF LEVERAGED RESOURCES & PROMISING PARTNERSHIPS)	MARGINAL (POORLY CONCEIVED, LITTLE EVIDENCE OF PROMISING PARTNERSHIPS OR LEVERAGED RESOURCES)	INADEQUATE (INFORMATION NOT PROVIDED, NO EVIDENCE OF LEVERAGED RESOURCES OR PROMISING PARTNERSHIPS)
Presents well developed and feasible plan, with multiple strategies and partners that shows promise of assuring continued operation of the program at the end of the funding cycle. If applicable, fee structure is clear and reasonable.	5-7	2-4	1	0
Clearly shows how available resources (fiscal, human and capital) will be focused on developing and continuing a CLC (Leveraged Funds Chart completed)	6-8	3-5	1-2	0
SUBTOTAL (max 15 pts.)				
F. BUDGET NARRATIVE (max 10 pts.)	EXCELLENT (APPROPRIATE, REASONABLE, TARGETED FOR SUCCESSFUL IMPLEMENTATION)	GOOD (APPROPRIATE AND REASONABLE)	MARGINAL (POORLY PLANNED USE OF FUNDS, NOT CLEAR OR NOT REASONABLE)	INADEQUATE (INADEQUATE FOR SUCCESSFUL IMPLEMENTATION, INAPPROPRIATE USE OF FUNDS, OR INFO NOT PROVIDED)
Budget clearly demonstrates that costs are reasonable, sufficient and are aligned to support program activities.	8-10	4- 7	1-3	0
SUBTOTAL (max 10 pts.)				

RATING SUMMARY

CATEGORY	NUMBER OF POINTS
A. Need for Project (15 pts)	
B. Project Design (35 pts)	
C. Staffing and Management (20 pts)	
D. Evaluation (5 pts)	
E. Resources and Sustainability (15 pts)	
F. Budget Narrative (10 Pts)	
FINAL TOTAL (MAX 100 PTS)	

APPLICANT AGENCY: _____
21ST CENTURY LEARNING COMMUNITIES
Project Period: JULY 1, 2007 – JUNE 30, 2008

SALARIES AND FRINGE BENEFITS
(Series 100) (Series 200)

Position*	FTE	Salaries	Fringe Benefits
TOTAL SALARIES AND FRINGES:			

*Example: Teachers; Aides; Administrators; Substitutes; Counselors; Clerical Staff, Other (please specify).
 In Addition:
 For Each Salaried Employee: Be sure to indicate their FTE (Full Time Equivalent).
 For Hourly Employees: Also include in the Position field, their hourly pay rate, hours per week, and number of weeks.

APPLICANT AGENCY: _____
21ST CENTURY LEARNING COMMUNITIES
Project Period: JULY 1, 2007 – JUNE 30, 2008

PURCHASED SERVICES
(Series 300)

PURCHASED SERVICES	AMOUNT	JUSTIFICATION
TOTAL PURCHASED SERVICES:		

APPLICANT AGENCY: _____
21ST CENTURY LEARNING COMMUNITIES
Project Period: JULY 1, 2007 – JUNE 30, 2008

SUPPLIES AND MATERIALS
(Series 400)

SUPPLIES AND MATERIALS	AMOUNT	JUSTIFICATION
TOTAL SUPPLIES & MATERIALS:		

APPLICANT AGENCY: _____
21ST CENTURY LEARNING COMMUNITIES
Project Period: JULY 1, 2007 – JUNE 30, 2008

EQUIPMENT
(Series 500)

EQUIPMENT	AMOUNT	JUSTIFICATION
TOTAL EQUIPMENT:		

APPLICANT AGENCY: _____
21ST CENTURY LEARNING COMMUNITIES
Project Period: JULY 1, 2007 – JUNE 30, 2008

OTHER
(Series 600)

OTHER	AMOUNT	JUSTIFICATION
TOTAL OTHER:		

APPLICANT AGENCY: _____
21ST CENTURY LEARNING COMMUNITIES
Project Period: JULY 1, 2007 – JUNE 30, 2008

BUDGET SUMMARY

DESCRIPTION	AMOUNT
Salaries (Series 100)	
Fringe Benefits (Series 200)	
Purchased Services (Series 300)	
Supplies and Materials (Series 400)	
Other (Series 600)	
SUB-TOTAL:	
Indirect Costs (Approved Rate:____%)	
Equipment (Series 500)	
TOTAL:	

**21ST CENTURY LEARNING COMMUNITIES
FORM A
LEVERAGED FUNDS CHART
July 1, 2007 - June 30, 2008**

[illegible]